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ABSTRACT

A career-oriented foreign language program is discussed that takes into account marketable skills of foreign language majors for a number of careers. The program is threefold. First, it recognizes the need for language skills to supplement technical, business, and professional skills to expand educational knowledge; capabilities in diplomacy and foreign trade; and awareness and appreciation of other languages, cultures, and societies. Second, it relates this need to the school district's desire to meet eight critical goals in student education including increasing speaking, listening, reading, and writing abilities, self-confidence, and responsibility. This also includes preparing the students to participate in the world with integrity, respect, and with regard for the welfare of others. The third aim of the program is to help students gain competence in these goals as they gain a knowledge of career-related languages and cultures and prepare for the job market. Charts are presented that depict the objectives, activity, time, method, instructional mode, evaluation, and accuracy of curriculum models designed to socialize the learners, develop their foreign language ability, develop their basic skills for continued learning, and prepare them for future employment. The appendices include charts of (1) foreign language department enrollment from 1976 to 1980, (2) career opportunities for foreign language and related area majors, and (3) firms employing foreign language speakers. (JK)

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A CAREER-ORIENTED FOREIGN LANGUAGE PROGRAM FOR KEYSTONE OAKS SCHOOL DISTRICT PITTSBURGH, PENNSYLVANIA

by

Marcia R. Grubesky

A report submitted in Partial
Fulfillment of the Requirements for
Course 545, Curriculum I

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Graduate School of Education
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"The ability to communicate with other peoples of the world is a pressing need now and will become even more vital in the years ahead." [1]

John F. Kennedy

INTRODUCTION

With the involvement of the United States in international business and the increasing multilingual nature of American society, the importance of foreign languages in nearly every kind of occupation is becoming more and more obvious. Foreign language education is no longer just an exercise in grammar and literature or the requirement for a few specialized jobs, but a marketable skill for an increasing number of careers. Within the past several years a significant number of American business firms and service organizations have recognized the need for employees possessing language skills as a supplement to technical, business or professional talents.

It is the intent of this report to first, investigate this proposed need, second, to analize the significance of such a need in relationship to the Keystone Oaks School District, and third, if found to be a curriculum need to then design a career-oriented foreign language program for the District.

THE NEED

Foreign Language Career Assessment

In late November 1979, after a year's investigation throughout the U.S., the President's Commission of Foreign Languages and International Studies delivered its report, Strength Through Wisdom: A Critique of U.S. Capability, to President Carter. The Commission found "a serious deterioration in this country's language and research capacity, at a time, when an increasingly hazardous international military, political and economic environment is making unprecedented demands on American resources, intellectual capacity and public sensitivity." [2] The Commission further expressed concern that our unwillingness to stress language study makes America appear arrogant to other nations, confines

our educational knowledge to within our own shorelines, threatens our capabilities in diplomacy and foreign trade, and hinders an awareness and appreciation to the other cultures, languages and societies of the world in which we live. The Commission termed the situation "nothing short of scandalous." [3]

Recommendations made by the Commission encouraged government agencies, business firms and the educational system to strengthen their commitment to foreign languages and international studies.

Recommendations:

Government

> The U. S. Government should achieve 100% compliance in filling positions designated as requiring foreign language proficiency, review criteria for such designation in order to strengthen the government's foreign language capability, and evaluate the career systems of foreign affairs agencies to ensure adequate career incentives for obtaining and retaining foreign language and area expertise. [4]

Business

> Business firms should give more priority to foreign language and international studies training in recruiting new personnel, ...
>
> Labor unions should similarly give more priority to foreign language and international studies training in union staffing, ...
>
> ... business schools, along with other professional schools, should encourage their students to study a foreign language. [5]

Education

> The Secretary of Education should declare foreign language and international studies a top priority and encourage their increased support through a variety of existing and new Department-funded programs in the schools." [6]

A recent survey conducted by the University of Michigan's Research Center further emphasized the need for foreign language competence in business. The study stated:

1. One American in six owes higher employment to foreign trade.
2. More white-collar and blue-collar workers are finding jobs in the U. S. as 'local nationals' for foreign-owned companies.
3. Forty-three percent of chief executive officers in multi-

national companies have had overseas experience, and more are needed who are fluent in foreign languages.

4. Speakers of a foreign language are desperately needed, not only in geographic locations around the world, but within U. S. communities.

5. More than 70 percent of U. S. firms report that second-language skills are important; they are seeking employees with functional language skills and a sensitivity to social and cultural differences. [7]

The need for foreign language career education is just as prevalent in the State of Pennsylvania and the City of Pittsburgh. In 1979 the Pennsylvania Department of Education surveyed those firms in Pennsylvania that were engaged in foreign trade and found that many of them valued competence in a foreign language. The study, Survey on Business Use of Foreign Language, [8] states that the main areas of need in Pennsylvania are in sales, engineering, management and secretarial. Medical facilities also reported interest in hiring people with a foreign language knowledge. Most of the businesses and health care agencies also emphasized that job applicants with foreign language skills would be given extra consideration. The most useful languages in Pennsylvania were Spanish, French, German, Italian, Japanese and Portugese (in that order) and the basic skill of speaking was most frequently required. Translation was next in importance and composition and technical comprehension were third and fourth respectively. Specific Pittsburgh based companies participating in the survey were Pittsburgh Plate Glass, Inc., Kocks Pittsburgh Corporation, Dravo Corporation and Westinghouse Electric Corporation.

These three studies indicate that career-oriented foreign language education is a national and local need and knowledge of such a skill would increase one's chances of securing a job.

District Needs Assessment

In 1977 a Long Range Plan Advisory Committee was organized to participate in a needs assessment of the Keystone Oaks School District. The Committee consisted of three high school students, nine parents, six citizens, nine

teachers, three support personnel, three administrative staff, one counselor and three parents. The Committee first further clarified Pennsylvania's Ten Goals of Quality Education into thirty sub-goals and then ranked them according to priority. These were:

Goals in Priority Rank [9]

1. Reading
2. Self-Confidence
3. Listening
4. Numbers
5. Speaking
6. Writing
7. Attitude Toward School
8. Preparing for a Changing World
9. Self-Image in School
10. Creativity
11. Responsibility
12. Attitude Toward Learning
13. Respect for Law and Authority
14. Control Over Environment
15. Vocational Knowledge
16. Welfare and Dignity of Others
17. Vocational Attitude
18. Relationships With Others
19. Drugs
20. Natural Sciences
21. Social Sciences
22. Humanities
23. Arts
24. Personal Health
25. Intelligence
26. Race
27. Safety
28. Religion
29. Handicap
30. Socioeconomic Status

The needs assessment was then conducted and eight critical group areas about which the school needed to do more were identified. These were not ranked according to priority. These were:

Critical Goal Areas [10]

1. Reading
2. Self-Confidence
   Self-Image in School
3. Listening
4. Speaking
5. Writing
6. Attitude Toward School
   Attitude Toward Learning
7. Preparing for a Changing World
8. Responsibility and Integrity
   Respect for Law and Authority
   Welfare and Dignity of Others

Improvement in these established critical areas of concern will be a prime objective of the proposed career-oriented language program.

BACKGROUND OF THE SCHOOL DISTRICT

The Community and The Student

Keystone Oaks School District lies southwest of Pittsburgh and consist of three distinct communities: Castle Shannon, Dormont and Greentree. The

close proximity of the city provides the District with cultural, economic and social benefits. All types of jobs are represented in the District and many of the residents commute to Pittsburgh for employment. The educational, occupational and median income of the three communities are somewhat higher than Allegheny County and significantly higher than the State of Pennsylvania. As might be expected the aspirations and expectations of the parents and students of the District are also high. The opportunity for citizens, employees and students to have a voice in the school program has been a district goal for many years. The result is a strong educational program which the community has always financially supported with a minimum of objection. [11]

The student population, striving for similar levels of education, occupation and income, is multi-career oriented. Post graduate studies on the 1980 June graduates shows that 61.9% went on to post-secondary educational opportunities (college/university, junior college, nursing, vocational-technical, career training, business, art, beauty culture), 1.3% entered the military, 23.9% were employed (clerical, mechanical, sales, service, technical, skilled, unskilled), 1.3% were participating in apprenticeship programs and 11.6% were unemployed or unknown. [12] Although the District has experienced a decrease in enrollment over the past five years and the long range prediction indicates a continual decline, the 1980-81 figures show that the K - 12 enrollment is still significantly high at 3,704 students with 402 being seniors. In an effort to prepare these students to enter a job market of infinite possibilities the District has enthusiastically enhanced its comprehensive educational program with a wide variety of community-based vocational options such as: Building Maintenance, Child Care, Distributive Education, Food Service, Office Management and Diversified Occupations. In addition to the vocational programs offered at the high school some of Keystone Oaks' students elect to attend Parkway West School which offers courses of a vocational-

technical nature.

It is apparent that that the District has maintained an awareness of the needs of the job market and has willingly revised its curriculum to meet those needs.

Keystone Oaks' Foreign Language Curriculum

Keystone Oaks' foreign language students can study French, German, Spanish and/or Latin. French, German and Spanish can be selected in the eighth grade and continued through the twelfth grade. Latin is offered only at the high school with a two year option. An attempt has been made to meet the needs of the students by offering 23 different language course selections. Further flexibility is available in three of the courses, known as intermediate courses, which can be scheduled for a semester or a year and also have a pass/fail grading option. Advanced Placement courses are available in French, German and Spanish. The faculty consists of eight language teachers. The students and teachers have up-dated texts, sufficient supplementary and audio-visual materials and two large language labs at their constant disposal. Quality teachers, a variety of teaching methods, and course-related field trips and activities add to the attractiveness of the program.

Despite a national trend of decreasing foreign language study over the past several years, Keystone Oaks students have shown a constant interest in languages as is indicated by the enrollment increases listed below.

Year	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
% of high school students enrolled in a language	34%	36%	39%	43%	42%	42%

These percentages are impressive when compared to the statistics from the 1979 President's Commission on Foreign Language and International Studies which states that "only 15% of American high school students now study a foreign language —— down from 24% in 1965. The decline continues." [13]

The Commission further stated that "only one out of 20 high school students studies French, German or Russian beyond the second year." [14] The percentage of Keystone Oaks students who elected French III or German III over the past three years is 55% or an equivalent of 11 out of 20. (See appendices A, B, C, D, E, F)

The community too has in the past voiced positive support for the language program. In the early 1970's the foreign language curriculum was expanded by the introduction of French and Spanish into the seventh and eighth grades. In 1975 as a result of faculty, student, and parent request, the middle school program was expanded further to include German and, in addition, Latin was reinstated at the high school. In 1976, however, the seventh and eighth grade language classes were threatened by a newly funded reading program. The intent of the administration was to eliminate foreign language completely from the middle school and to replace it with a stronger reading curriculum. The faculty, students, and parents were well aware of and concerned about the importance of reading skills, however, they also valued the benefits from the existing foreign language program and strongly opposed its total elimination from the middle school. A compromise resulted in foreign languages being removed from the seventh grade only and the reading program being partially implemented.

From this short insight it is apparent that the community of Keystone Oaks School District has responded favorably to the presence of foreign languages in its scheme of quality education.

PHILOSOPHY

It is the mission of education to provide each student with the maximum educational experience and training within the limits of his/her capacities. This experience should cultivate cooperative and interdependent relationships with others, develop the basic skills, as well as, provide each student with insight, purpose and direction into the future.

Foreign language education plays a vital role in this mission. Language study is valuable in itself because it examines the cultural and social patterns of a foreign nation or nations; it provides insight into the language itself; it breaks down the barrier of communication; and it enhances the pleasures of travel, literature and art. In addition, the combining of career goals with the study of foreign languages and cultures makes a strong investment into the future.

It is believed to be the shared responsibilities of the community, parents, school personnel and the students to realize these aspirations.

RATIONALE

The research discloses a job market need, critical areas of community concern, and an interest in career and language-related programs. In an effort to satisfy the need, concern, and interest a career-oriented language program should be designed and implemented. The purpose of this program would be to prepare the student to meet the demands of the job market, to enable the students to achieve competence in the assessed critical goals, and to provide the student career-related language and culture study.

A closer look at the specific goals of concern and the proposed course shows a relationship which further supports this rationale. Listed below are several of the critical goals with specific objectives as were stated for twelfth graders in the 1977 Long Range Plan for Keystone Oaks School District. Following the objectives are activities from the proposed foreign language course which indicate the positive correlation.

Goal I The student will display self-confidence (feelings of success, self-determination, attractiveness and self-worth).[15]

At the end of the twelfth grade the student will:

Objectives

1. Go out on his/her own to seek and obtain employment and/or apply and enroll in post-secondary education programs.

2. Confront adults and peers in seeking and giving information.

5. Make important decisions.

In the proposed foreign language careers course the student will choose his/her own career to investigate and contact companies to obtain career information.

Goal II The student will have the ability to communicate ideas and feelings effectively in writing.[16]

At the end of the twelfth grade the student will:

1. Write personal and business letters.

3. Compose paragraphs of description and narration.

In the proposed foreign language course the student may contact a company through a letter of inquiry and will prepare written and oral job descriptions of his/her career interest.

Goal III The student will display a positive attitude toward school and learning.[17]

At the end of the twelfth grade the student will:

1. Have realized an accomplishment after completion of required and elective courses.

3. Recognize the cultural, social, financial, spiritual and practical values of learning.

5. Value knowledge.

6. Be aware of sources of information and where to find them.

7. Seek additional learning activities.

8. Have a good feeling about the help he/she received from the school in planning future activities.

In the language course the student will choose a career relevant to his/her individual needs and talents, investigate the cultural differences encountered in the occupation when working with foreigners, and comprise a list of companies and/or facilities interested in hiring individuals with a foreign language knowledge in his/her chosen field of future employment.

Goal VI The student will display responsibility and integrity, respect for the law and authority and concern for the welfare and dignity of others. [18]

At the end of the twelfth grade the student will:

3. Honor his/her commitments, such as appointments, promises and other responsibilities.

8. Be able to work and socialize with all groups of people.

10. Develop a sensitivity towards others' ideas, dress and customs which will ultimately result in respect for those people.

In the proposed course the student will work in pairs to learn new vocabulary, work in groups to research material, and discuss social and cultural differences in foreign countries.

Goal VII The student will demonstrate the ability to gain information and ideas through listening. [19]

At the end of the twelfth grade the student will:

1. Receive and understand spoken instructions. He/She will be able to conceptualize ideas from discourse.

2. Separate facts from opinion and recognize propaganda.

4. Engage in conversation and participation in a discussion with understanding.

7. Modify his/her behavior so that it is in keeping with that expected of audiences in different listening situations.

In the foreign language course the student will develop auditory discrimination and awareness through the very nature of foreign language study. The student will hear guest speakers and also participate in cultural and career-oriented discussions.

Goal VIII The student will demonstrate the ability to communicate ideas and feelings effectively in speaking. [20]

At the end of the twelfth grade the student will:

1. Speak effectively in conversation with another individual of group.

3. Respond to question in an interview with a minimum on grammatical errors.

4. Display communication skills required to succeed in an occupational field.

5. Communicate by telephone effectively.

The language student will role play in career-based conversations in the target language, orally present job descriptions and cultural reports to the class, investigate his/her career choice through letters of inquiry, telephone conversations and/or personal interviews.

The objectives and activities of the career-oriented language course also correlate directly with several other Long Range Goals. Creativity, Relationships With Others, Vocational Attitude and Vocational Knowledge are some of the more obvious.

GOALS OF THE COURSE

In the career-oriented course the student is expected to:

1. Demonstrate an awareness of and appreciation for foreign peoples and cultures.

2. Demonstrate the ability to work with others.

3. Demonstrate a positive attitude toward him/herself.

4. Demonstrate a positive attitude toward foreign language learning.

5. Demonstrate language skills necessary for a specific job.

6. Demonstrate an awareness of the specific job requirements in a chosen occupation.

7. Demonstrate a knowledge of language-related career opportunities.

8. Demonstrate an ability to investigate and research.

9. Demonstrate ability in communication skills.

DOMAINS AND SUBGOALS

Socialization of the Learner

The student will:

1. Develop respect for cultural differences.
2. Develop an ability to work with foreigners.
3. Develop an ability to work in groups.
4. Develop respect for the values of others.
5. Develop responsibility to oneself and others.

Development of Foreign Language Ability

The student will:

1. Learn foreign vocabulary related to a specific job.
2. Develop foreign language ability in speaking.
3. Develop foreign language ability in listening.
4. Develop foreign language ability in writing.
5. Develop a feeling of confidence in the foreign language.
6. Develop a desire to continue language-related study and usage.

Development of Basic Skills for Continued Learning

The student will:

1. Develop the skill of oral self-expression.
2. Develop the skill of listening.
3. Develop the skill of writing.
4. Develop interview techniques.
5. Develop the ability to research an occupation.
6. Develop the ability to research foreign cultures.
7. Develop the ability to use information.

Preparation for Future Employment

The student will:

1. Be aware of the need of language skills in the job market.
2. Know the specific local, state, national and international companies offering language employment possibilities.
3. Develop a detailed description of a desired language-related job.
4. Determine job entrance requirements.
5. Develop the language skills needed for a specific occupation.

CURRICULUM DESIGN

Due to the nature and goals of the course, several different curriculum designs will be incorporated.

Domain: Socialization of the Learner

Design: Individual Needs and Interests

The course is based on individual career interests and needs. Skits, speakers, vocabulary, report topics, etc. are determined by the student based on his/her special concerns.

Domain: Development of Foreign Language Ability

Design: Specific Competencies

Some language-related competencies are stated as behavioral objectives with an activity, suggested evaluation, and desired degree of proficiency.

Domain: Development of Basic Skills for Continued Learning

Design: Process Skills Design

The course stresses the skills of investigation, research, transfer, learning to learn and communication.

Domain: Preparation for Future Employment.

Design: Social Activities

The course is based on future job employment.

The community is researched for specific job options, speakers, and field trips.

Design: Discipline/ Subjects

The course also suggests sequential language study. A basic foundation in a foreign language is advantageous before electing the careers course (1½ to 2 years). In addition, further study and specialization in the foreign language will be necessary after the course is completed.

CURRICULUM IMPLEMENTATION

Intent

In the career-oriented language course the student will:

1. choose a career relevant to his/her individual needs and interests.
2. investigate and report on:
   a. the scope of the job.
   b. the special foreign language needs and opportunities relating to the job.
   c. specific companies/ facilities interest in employees possessing language skills.
   d. the cultural differences encountered when employed in such a job.
3. practice the language skills, technical terms, and common phrases needed to communicate in the chosen occupation.

Recommendations

It is recommended that:

1. the course be taught during or after two years of language study. *

   Options:

   a. 6-week unit during Level II of a language.
   b. 9-week mini course after Level II.
   c. semester course after Level II.

* These students have demonstrated the ability to learn a foreign language and, in fact, already have a basic foundation.

2. the class meet 5 days a week for a minimum of 45 minutes.

3. the course be taught in reference to any foreign language.

4. the instructor be a foreign language teacher.

5. the class size be no more that 20 students.

Course

The following activities are listed in a suggested order of implementation. The time estimates are only guidelines and are based on a 9-week course with a class size of 20.

Objectives	Activity	Time	Method	Instructional Mode	Evaluation	Accurac
Phase I * to demonstrate a command of common target-language phrases	participate in daily drill	task - first 10 min. of each class - objective- 9-weeks	group/ individual	teacher oriented. examples - greetings, telephone usage, introductions, banking techniques, etc. All in target language.	correct pronunciation and usage. daily participation	100%
to become aware of current job opportunities	clip language-related want ads from Sunday's Pittsburgh Press and The New York Times. Organize in a folder	task - weekly - objective- 9-weeks	individual rotating assignment	newspapers ordered through the school	weekly completion	100%
to be aware of current events pertaining to chosen occupation	construct and design a scrapbook of pictures, articles relative to chosen career. This will be collected and kept in class for future reference and additions.	task - daily - objective-- 9-weeks	individual	newspapers, magazines, etc.	completion length neatness appropriateness	--
to demonstrate knowledge of career-related language terms	write bi-lingual notations in the scrapbook	9-weeks	individual	scrapbook, vocabulary list, dictionary	foreign language accuracy	100%

* Phase I activities are to be worked on for the length of the course. They should be introduced as soon as the student has the specific background necessary to begin each activity.

Objective	Activity	Time	Method	Instructional Mode	Evaluation	Accura
Phase II						
to select several language-related career options	view material, participate in discussions	3 to 5 days	group	There's a Language in Your Career. Tamarken-Wilkens Associates. 10 Brighton Road W. Hartford, Conn. 06117 Price - $56.10 Filmstrip, Cassette Be Somebody! Wible Lang. Inst.Inc. Allentown, Pa. 18105 BSS - Span. $109.00 BSF - Fr. $109.00 BSG - Ger, $109.00 Filmstrip, Cassette See appendices G,H for texts. 21	participation	--
to cultivate a positive attitude toward learning	select for investigation a language-oriented career based on personal needs and interests	task - one day objective 9-weeks	individual	personal needs and interests previous discussion see appendices I,J 22	completion	--
to familiarize him/herself with question and answer techniques	list specific questions to ask when investigating a career option	1 to 3 days	group work/ then whole class discussion	brain-storming teacher assistance (should cover employment requirements, on the job duties, extent of language usage, traveling opportunities, salary, etc.)	final analysis of scope of questions	--

Objective	Activity	Time	Method	Instructional Mode	Evaluation	Accurac
to demonstrate ability to select appropriate areas of investigation	list 5 local companies/agency to contact for career information list should include company's name, address, phone and person to be contacted	one day	individual	local newspsper, telephone directory, class provided resource material, guidance office, personal knowledge	completion appropriateness of choice	100%
to effectively investigate a problem	contact 3 of the 5 sources and research a job using the compiled list of questions. accomplish this by personal interview, telephone or letter of inquiry	2 to 4 days or 1 to 2 weeks	individual	questionnaire compiled by class, list of companies compiled by student	completion of task	--
to summarize compiled information	group the information and in English write a job description including answers to all questions previously compiled by class	2 to 3 days	individual	information obtained from interviews	detail, completion of questionnaire clarity	100%
Phase III to develop direct contact with the target country	communicate with a pen-pal	9-weeks +	individual	International Youth Service P B 125 SF 20101 Turku 10 Finland	participation	
to become acquainted with cultural and current events in the target country	see and discuss movies, films, and filmstrips evaluate	task - 3 to 6 days objective- 9 - weeks	class	German Televsion News GETN, Inc. 666 Fifth Avenue 10019 video-tape, monthly program - $85.00 each	participation (additional variety o films, slides, etc. in English or target language)	-- 18

Objective	Activity	Time	Method	Instructional Mode	Evaluation	Accura
to familarize him/herself with cultural or current event issues relating to a specific occupation	examine a chosen aspect of culture or a current event relevant to the chosen job	3 to 5 days	group of 3 in related occupations	library, personal knowledge, previous class discussion, scrapbooks, etc.	participation completion	--
to give an oral report and increase cultural awareness	orally report on researched material, class discussion	3 to 5 days	group	compiled research	participation, presentation, accuracy, length, clarity	--
Phase IV						
to familarize him/herself with foreign terms pertaining to the chosen occupation	list 30 or more foreign words relevant to the chosen career	1 day	individual	dictionary, knowledge of career field	accuracy, completion	100%
to learn new vocabulary words	pairs of students drill each other on new words (oral and written drills)	daily 3 min. each student for one week	pairs, changing daily	self-made word lists and flash cards	participation	--
to demonstrate knowledge of vocabulary words	complete an oral or written quiz	one day	individual	teacher-made	accuracy	100%
to demonstrate ability to use vocabulary terms properly	in the target language write a job description using 75% of the new words	3 - days	individual	vocabulary list, dictionary, teacher and student aid, previously learned job description	correct use of grammar and vocabulary, length	80%

Objective	Activity	Time	Method	Instructional Mode	Evaluation	Accurac
to use the acquired language, cultural and career knowledge in a job-like situation	in the target language and within a limited setting (suggest interview) design a skit relevant to the specific occupation skit should consist of 20 to 30 lines of dialogue	3 days	individual teacher guided and corrected	daily drilled phrases vocabulary list, teacher, present knowledge, dictionary	length, degree of difficulty accuracy of knowledge	--
to actively participate in a job-like situation	role play the student written skits creator of the skit must learn the phrases	4 or 5 reports a day - (4/5 days)	two students as a team	student-written skits in the target language	pronunciation memorization	80%
Phase V to broaden awareness of specific employment possibilities	list 15 companies/agencies (local, national, international) presently hiring employees with the language and professional skills the student is seeking include name, address, person to contact when possible	2 days	individual	newspaper listings collected weekly by class, class reference material, knowledge acquired through course, personal investigation (See appendix K) 23	completion accuracy	100%
to personally relate to persons in language-related careers	listen, question, relate	2 to 4 class sessions	class	guest speakers (suggest from specific areas students investigated)	attentiveness participation	--
to personally experience a language-related job	participate in a field trip	2- ½ day trips	class	local company or agency	participation	
to evaluate the course	fill out evaluation sheet, discuss	one day	class	course evaluation sheet	participation	

EVALUATION

The following questionnaire is based on the initial nine goals of the course. At the end of the course the questionnaire should be completed by each student and teacher.

Questionnaire 1 = low success, 5 = high - success

Complete the following questionnaire by circling one of the numbers at the end of each question. Complete the criticism section with personal remarks.

1. To what extent do you (does the student) show an interest in and appreciation of the cultures of the peoples whose language was studied? 1 - 2 - 3 - 4 - 5

2. To what degree do you (does the student) understand the foreign language when spoken in refenence to the chosen career? 1 - 2 - 3 - 4 - 5

3. To what degree do you (does the student) speak the career-related foreign language? 1 - 2 - 3 - 4 - 5

4. How well do you (does the student) write in the foreign language when related to the chosen career? 1 - 2 - 3 - 4 - 5

5. How well do you (does the student) work with others? 1 - 2 - 3 - 4 - 5

6. How well do you (does the student) communicate with others? 1 - 2 - 3 - 4 - 5

7. How well do you (does the student) understand the entry-level requirements, duties, travel options, salary ranges of the chosen career? 1 - 2 - 3 - 4 - 5

8. To what extend are you (is the student) aware of employment opportunities in the chosen language-related occupation? 1 - 2 - 3 - 4 - 5

9. To what extend do you (does the student) investigate and research a a problem? 1 - 2 - 3 - 4 - 5

10. Do you feel that you achieved success in this course? 1 - 2 - 3 - 4 - 5

11. Do you plan to continue foreign language and culture study? yes - no

Criticism

What were the positive aspects of the course?

What were the negative aspects of the course?

Suggest possible ways of improvement.

STUDENT PROGRESS - THE FUTURE

The above questionnaire will be the prime evaluation form. In the questionnaire the number 5 implies excellence and the number 3 implies average. With ten questions requiring a numerical reply, a person feeling only average success would score 30 points. A total of 33 assuredly indicates success above average. Therefore, a score of 33 points or better will be considered a positive evaluation of the course. If a majority of the students do not achieve this score, then the criticisms by the students should be closely checked for possible flaws in the implementation and/or design. Changes in the course should be made accordingly. If evaluations continue to show poor results, the goals and then the rationale should be re-examined. In the future further evaluation could be achieved by having graduated students, who participated in the course and are employed in language-oriented careers, also answer the questionnaire.

If the course proves to be a success consideration should be given to expanding the course to include a school-supervised work-study activity. Future plans might also include investigating combining the course with a high school exchange-student program. (See appendix L)

FOREIGN LANGUAGE DEPARTMENT SURVEY OF ENROLLMENT

COMPARISON: 1975 - 1980/81
December 5, 1980

I. Language Enrollment Grades 9 through 12 only.

	1975-75	1976-77	1977-78	1978-79	1979-80	1980-81
French	193	204	179	132	117	127
German	108	146	203	265	288	246
Latin	28	11	29	36	31	35
Spanish	372	361	344	315	241	223
TOTAL	701	722	755	748	677	631
High School Population	2040	2004	1896	1745	1621	1489
% in Lang.	34%	36%	39%	43%	42%	42.4%

II. Language Enrollment Grades 8 through 12

	1977-78	1978-79	1979-80	1980-81
Students in Language	896	899	811	776
Total 8-12 Population	2208	2079	1896	1777
% in Lang.	40.5%	43%	43%	44%

Foreign Language Department Enrollment

French	8th	9th	10th	11th	12th		TOTALS 8-12	9-12
Level I	36	18	7	3	1	=	65	29
Level II	0	37	18	1	2	=	58	58
Level III	0	0	26	4	1	=	31	31
Level IV	0	0	0	6	3	=	9	9
Inter Fr.	0	0	0	0	0	=	0	0
Fr. A.P.	0	0	0	0	0		0	0
TOTAL	36	55	51	14	7	=	163	127

German	8th	9th	10th	11th	12th		TOTALS 8-12	9-12
Level I	55	41	9	2	0	=	107	52
Level II	0	50	24	5	0	=	79	79
Level III	0	0	51	15	3	=	69	69
Level IV	0	0	0	19	3	=	22	22
Inter Ger.	0	0	6	7	4	=	17	17
Ger. A.P.	0	0	0	1	6	=	7	7
TOTAL	55	91	90	49	16	=	301	246

Latin	8th	9th	10th	11th	12th		TOTALS 8-12	9-12
Level I	0	5	6	6	5	=	22	22
Level II	0	0	8	1	4	=	13	13
TOTAL	0	5	14	7	9	=	35	35

Spanish	8th	9th	10th	11th	12th		TOTALS 8-12	9-12
Level I	54	62	15	4	0	=	135	81
Level II	0	31	41	7	0	=	79	79
Level III	0	0	20	14	1	=	35	35
Level IV	0	0	1	8	9	=	18	18
Inter Sp.	0	0	3	3	4	=	10	10
Sp. A.P.	0	0	0	0	0	=	0	0
TOTAL	54	93	80	36	14	=	277	223

	8th	9th	10th	11th	12th		8-12	9-12
LANGUAGE TOTAL	145	244	235	106	46	=	776	631
K.O. Population per grade level	288	320	382	386	401	=	1777	1489
% in Lang.	50%	76%	61.5%	27%	11%	=	44%	42%

Foreign Language Department Enrollment

French	8th	9th	10th	11th	12th		TOTALS 8-12	9-12
Level I	42	22	1	1	1	=	67	25
Level II	-	38	12	1	-	=	51	51
Level III	-	1	19	12	-	=	32	32
Level IV	-	-	-	-	-	=	-	-
Inter Fr.	-	-	1	6	2	=	9	9
Fr. A.P.	-	-	-	-	-		-	-
TOTAL	42	61	33	20	3	=	159	117

German	8th	9th	10th	11th	12th		TOTALS 8-12	9-12
Level I	54	44	17	-	-	=	115	61
Level II	-	65	54	5	-	=	124	124
Level III	-	-	45	17	2	=	64	64
Level IV	-	-	-	15	1	=	16	16
Inter Ger.	-	-	6	8	-	=	14	14
Ger. A.P.	-	-	-	-	9	=	9	9
TOTAL	54	109	122	45	12	=	342	288

Latin	8th	9th	10th	11th	12th		TOTALS 8-12	9-12
Level I	-	10	1	4	2	=	17	17
Level II	-	-	3	4	7	=	14	14
TOTAL	-	10	4	8	9	=	31	31

Spanish	8th	9th	10th	11th	12th		TOTALS 8-12	9-12
Level I	38	73	14	1	1	=	127	89
Level II	-	36	36	.3	0	=	75	75
Level III	-	1	30	17	1	=	49	49
Level IV	-	-	-	5	2	=	7	7
Inter Sp.	-	-	6	5	3	=	14	14
Sp. A.P.	-	-	-	-	7	=	7	7
TOTAL	38	110	86	31	14	=	279	241

	8th	9th	10th	11th	12th	8-12	9-12
LANGUAGE TOTAL	134	290	245	104	38	= 811	677
K.O. Population per grade level	275	406	407	418	390	= 1896	1621
% in Lang.	49%	71%	60%	25%	10%	= 43%	42%

Foreign Language Department Enrollment
October 6, 1978

French

	8th	9th	10th	11th	12th	TOTAL 8-12	TOTAL 9-12
LEv I	40	24	4	0	1	= 69	29
Lev II	-	22	34	3	1	= 60	60
Lev III	-	-	25	9	2	= 36	36
Lev IV	-	-	-	5	2	= 7	7
Inter FR.	(Not offered)						
TOTAL	40	46	63	17	6	= 172	132 *

German

	8th	9th	10th	11th	12th	TOTAL 8-12	TOTAL 9-12
Lev I	70	71	4	2	0	= 147	77
Lev II	-	61	42	1	2	= 106	106
Lev III	-	-	38	2	1	= 41	41
Lev IV	-	-	-	9	4	= 13	13
Int. Ger	-	0	15	7	6	= 28	28
	70	132	99	21	13	= 335	265

Latin

	8th	9th	10th	11th	12th	TOTAL 8-12	TOTAL 9-12
Lev I	-	6	5	9	1	= --	21
Lev II	-	-	8	0	7	= --	15
	-	6	13	9	8		36

Spanish

	8th	9th	10th	11th	12th	TOTAL 8-12	TOTAL 9-12
Lev I	41	84	5	3	1	= 134	93
Lev II	-	40	68	3	2	= 113	113
Lev III	-	-	42	13	4	= 59	89
Lev IV	-	-	-	14	7	= 21	21
Int. Sp	--	-	13	6	10	= 29	29
	41	124	128	39	24	= 356	315

	8th	9th	10th	11th	12th	8-12	9-12
TOTAL	151	308	303	86	51	= 899	748
Total population in each grade	334	426	438	408	473	2079	1745
% in Lang.	45%	72%	69%	21%	11%	43%	43%

Intermediate French and A.P. French were scheduled by students but were not offered due to teacher availability.

Foreign Language Department Enrollment
October 21, 1977

French

	8th	9th	10th	11th	12th		Total 8-12	Total 9-12
Level I	24	46	3	1	0	=	74	50
Level II	0	39	25	3	0	=	67	67
Inter. Fr	0	0	1	13	1	=	15	15
Lev. III	0	0	34	3	1	=	38	38
Level IV	0	0	0	8	1	=	9	9
Total	24	85	63	28	3		203	179

German

	8th	9th	10th	11th	12th		Total 8-12	Total 9-12
Level I	66	48	6	6	1	=	127	61
Level II	0	46	32	13	4	=	95	95
Inter. Ger	(15 scheduled - class not offered)						0	0
Lev. III	0	0	19	15	1	=	35	35
Lev. IV	0	0	0	0	12	=	12	12
Total	66	94	57	34	18		269	203

Spanish

	8th	9th	10th	11th	12th		Total 8-12	Total 9-12
Level I	51	101	10	4	1	=	167	116
Level II	0	54	66	13	2	=	135	135
Inter. S_p	0	0	2	10	6	=	18	18
Lev. III	0	0	25	17	3	=	55	55
Level IV	0	0	0	16	4	=	20	20
Total	51	155	113	60	16		395	344

Latin

	8th	9th	10th	11th	12th		8-12	9-12
Level I	0	15	1	7	6	=	29	29
Level II	(Not offered this year)						0	0
Total	0	15	1	7	6		29	29

	8th	9th	10th	11th	12th	8-12	9-12
TOTAL	141	349	234	129	43	896	755
Total population in each grade	340	460	448	499	461	2208	1868
% in Lang.	41%	76%	52%	26%	9%	40,5%	39%

FOREIGN LANGUAGE DEPARTMENT ENROLLMENT

Sept. 28, 1976

FRENCH

	8th	9th	10th	11th	12th		
Level I	39	39	9	1	2	=(90)	51
Level II	0	43	31	4	1	=	79
Inter. Fr.	0	0	13	12	12	=	37
Level III	0	0	33	4	0	=	37
Level IV	0	0	0	0	0	=	0

Total 1976-77	Total 1976-77 H.S. only	Total 1975-76 H.S. only
243	204	193

GERMAN

	8th	9th	10th	11th	12th		
Level I	47	44	19	4	2	=(116)	69
Level II	0	21	20	1	1	=	43
Inter. Ger	0	0	0	8	2	=	10
Level III	0	0	0	18	1	=	19
Level IV	0	0	0	0	5	=	5

Total 1976-77	Total 1976-77 H.S. only	Total 1975-76 H.S. only
193	146	108

SPANISH

	8th	9th	10th	11th	12th		
Level I	69	92	29	3	2	=(195)	126
Level II	0	44	83	12	4	=	143
Inter Sp.	0	0	4	15	7	=	26
Level III	0	0	41	10	3	=	54
Level IV	0	0	0	10	2	=	12

Total 1976-77	Total 1976-77 H.S. only	Total 1975-76 H.S. only
430	361	372

LATIN

	8th	9th	10th	11th	12th		
Level I	0	2	2	1	2	=	7
Level II	0	0	2	1	1	=	4

Total 1976-77	Total 1975-76
11	28

Total 1976-77	Total 1976-77 H.S.only	Total 1975-76 H.S. only
877	722	701

HS Population 76-77	HS Population 75-76
2004	2040
% in Lang. 36%	% in Lang 34%

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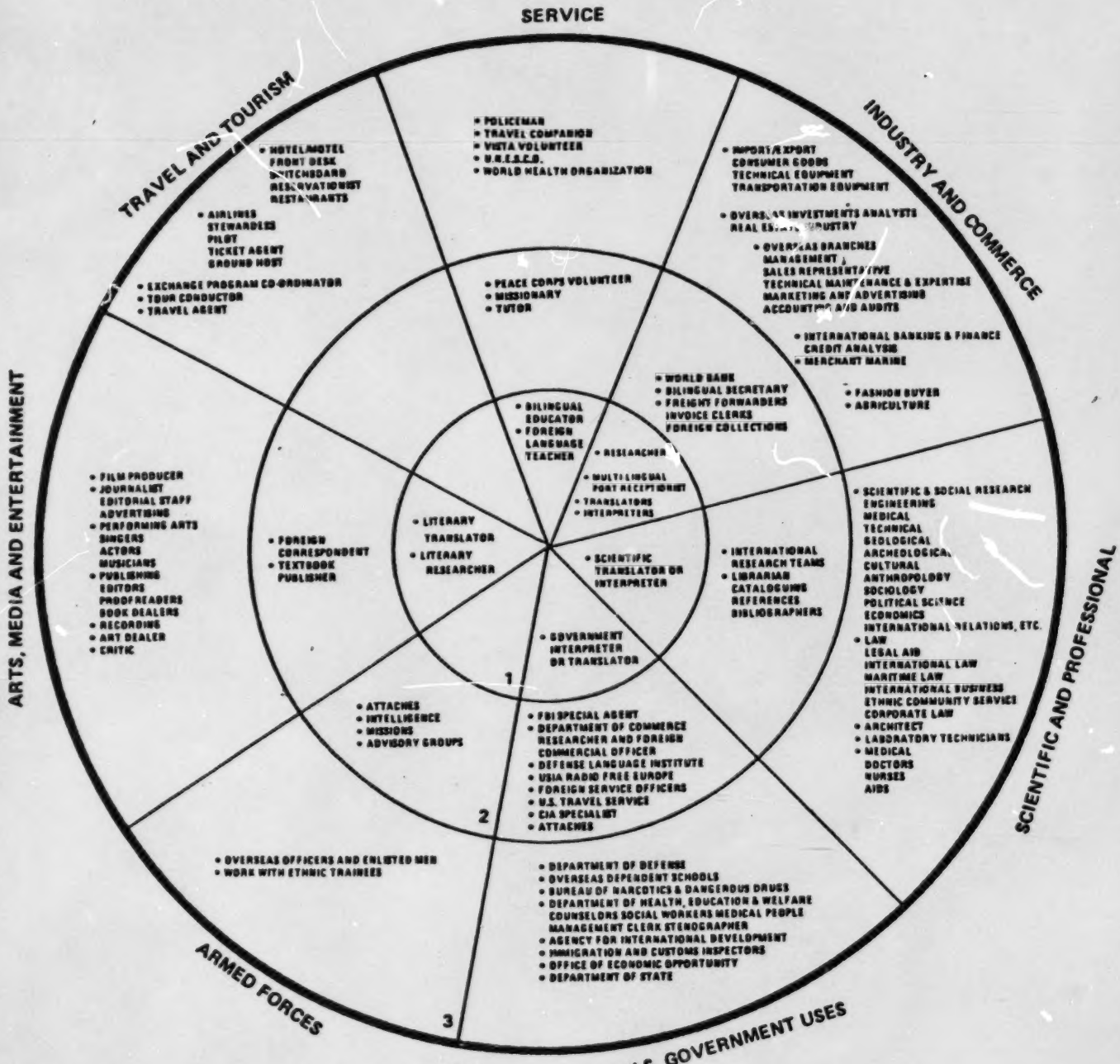
CAREERS UTILIZING FOREIGN LANGUAGES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• WORLD BANK
• BILINGUAL SECRETARY
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• ART DEALER
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• FOREIGN CORRESPONDENT
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• ARCHITECT
• LABORATORY TECHNICIANS
• MEDICAL DOCTORS NURSES AIDS
• GOVERNMENT INTERPRETER OR TRANSLATOR
1
• ATTACHES
• INTELLIGENCE
• MISSIONS
• ADVISORY GROUPS
• FBI SPECIAL AGENT
• DEPARTMENT OF COMMERCE RESEARCHER AND FOREIGN COMMERCIAL OFFICER
• DEFENSE LANGUAGE INSTITUTE
• USIA RADIO FREE EUROPE
• FOREIGN SERVICE OFFICERS
• U.S. TRAVEL SERVICE
• CIA SPECIALIST
• ATTACHES
2
• OVERSEAS OFFICERS AND ENLISTED MEN
• WORK WITH ETHNIC TRAINEES
• DEPARTMENT OF DEFENSE
• OVERSEAS DEPENDENT SCHOOLS
• BUREAU OF NARCOTICS & DANGEROUS DRUGS
• DEPARTMENT OF HEALTH, EDUCATION & WELFARE COUNSELORS SOCIAL WORKERS MEDICAL PEOPLE MANAGEMENT CLERK STENOGRAPHER
• AGENCY FOR INTERNATIONAL DEVELOPMENT
• IMMIGRATION AND CUSTOMS INSPECTORS
• OFFICE OF ECONOMIC OPPORTUNITY
• DEPARTMENT OF STATE
3

NUMERALS 1, 2 AND 3 PROVIDE LOCATION OF CAREER TYPES IN LARGE CIRCLE

1 (◉) LANGUAGE AS PRIMARY SKILL—MUST HAVE TO GET JOB

2 (◎) LANGUAGE AS AUXILIARY SKILL—HIGHLY USEFUL OR REQUIRED

3 ○ LANGUAGE AS AUXILIARY SKILL—USEFUL WITH OTHER SKILLS

UNITED STATES OFFICE OF EDUCATION OCCUPATIONAL CLUSTERS AND POSSIBLE FOREIGN LANGUAGE RELATED OCCUPATIONS

(1) AGRI-BUSINESS AND NATURAL RESOURCES
- Translator
- Secretary
- Peace Corps member
- Interpreter for export and import films
- Geologist

(2) BUSINESS AND OFFICE
- Foreign exchange clerk
- Credit manager
- Receptionist
- Sales Representative
- Stenographer
- Certified public accountant
- Market Specialist
- Lawyer
- Teller

(3) COMMUNICATIONS AND MEDIA
- Actor
- Telephone Operator
- Correspondent
- Telegrapher

(4) CONSUMER AND HOMEMAKING EDUCATION
- Dietician
- Fashion Buyer
- Tailor
- Chief
- Consumer Expert
- Wine Expert

(5) CONSTRUCTION
- Architect
- Translator
- Secretarial Worker
- Supervisor
- Engineer
- Planner

(6) ENVIRONMENTAL CONTROL
- Researcher
- Translator
- Technical Writer
- Interpreter

(7) FINE ARTS AND HUMANITIES
- Artist
- Curator
- Cryptographer
- Drama coach
- Composer
- Singer
- Actor
- Archeologist
- Librarian
- Teacher
- Author

(8) HEALTH
- Medical librarian
- Medical secretary
- Lab technician
- X-ray technician
- Interpreter
- Dentist
- Nurse
- Nurse's aide
- Physician
- Hospital orderly

(9) HOSPITALITY AND RECREATION
- Travel guide
- Hotel worker
- Tour conductor
- Travel agency secretary
- Opera singer
- Drama coach
- Critic
- Clerk

(10) MANUFACTURING
- Buyer
- Inspector
- Technical writer
- Manager
- Supervisor
- Branch manager

(11) MARINE SCIENCE
- Merchant marine
- Radio operator
- Marine biologist
- Oceanographer

(12) MARKETING AND DISTRIBUTION
- Buyer
- Sales Representative
- Advertising Specialist
- Writer
- Clerk
- Secretary
- Translator for import and export firms
- Printer

(13) PERSONAL SERVICES
- Usher
- Butler
- Missionary
- Cosmetologist
- Interpreter
- Receptionist
- Barber
- Beautician
- Postal clerk
- Travel campanion
- Translator
- Secretary

(14) PUBLIC SERVICES
- Missionary
- Foreign news interpreter
- Firefighter
- Lawyer
- FBI Agent
- Immigration inspector
- Diplomat

(15) TRANSPORTATION
- Guide
- Purser
- Stewardess
- Ticket agent
- Flight attendant
- Travel agent
- Steward
- Pilot

Below are the names of the top 24 firms as listed in the May 1977 edition of Fortune for those combining language skills with training in one or more of the areas enumerated above (for rest of list, see May 1977 issue of Fortune):

Rank	Company	Rank	Company
1	Exxon	13	Shell Oil
2	General Motors	14	U.S. Steel
3	Ford Motor	15	Atlantic Richfield
4	Texaco	16	Du Pont (I.E. de Nemours)
5	Mobil	17	Continental Oil
6	Standard Oil of Calif.	18	Western Electric
7	Gulf Oil	19	Procter & Gamble
8	IBM	20	Tenneco
9	General Electric	21	Union Carbide
10	Chrysler	22	Westinghouse Electric
11	International Tel. & Tel.	23	Goodyear Tire & Rubber
12	Standard Oil (Indiana)	24	Phillips Petroleum

Some of the most important employers of Foreign Language are:

1. Agency of International Development
2. American Express Agency
3. Charles E. Merrill Publishing Company
4. Colleges and Universities
5. Department of Agriculture
6. Department of Commerce
7. Department of Defense
8. Department of State, Division of Language Service
9. Immigration Service
10. Institute of International Education
11. Inter American Schools Service
12. International Atomic Energy Agency
13. International Banking & Finance
14. International Civil Aviation Organization
15. International Import, Export
16. International Marketing
17. Junior Colleges
18. National Education Association
19. National Security Agency
20. National Student Association
21. Pan American Airlines
22. Pan American Union, Division of Education
23. Peace Corps
24. Public Schools
25. Students Abroad
26. UNESCO
27. United Nations
28. United States Department of State
29. United States Information Agency

High School Foreign Exchange Programs

Youth For Understanding
3501 Newark Street
N.W. Washington D.C. 20016

The Experiment In International Living
Kipling Road
Brattleboro, Vermont 05301

Ibero-American Cultural Exchange Program
13920 93rd Avenue
N.E. Kirkland, Washington 98033

American Field Service
313 East 43rd Street
New York, New York 10017

American Institute For Foreign Study
102 Greenwich Avenue
Greenwich, Conn. 06830

FOOTNOTES

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[22]Ibid., pp. 9, 10.

[23]Elling, Barbara, Bibliography and Materials on Foreign Languages and Careers, AATG, Cherry Hill, New Jersey, June, 1978, pp. 12, 13.

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